National Congress Bulletin

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Memo to Local Presidents:

A VALUABLE ASSET of an executive committee is the ability to look ahead, to foresee the needs of the P.T.A. membership, and to make plans to meet these needs.

In September, and long before, no doubt, your executive committee, under the leadership of your membership chairman, was busy working on your membership enrollment plans. During this month of October you are carrying out those plans. The next planning step—another essential step to take this month—is to map out ways of helping your newly enrolled members become active, participating, informed members. This month is the time to think creatively about giving each member an opportunity to benefit from belonging to the P.T.A. through his participation in the meetings, activities, and projects. Each of your committee chairmen will have an indispensable part in this important work.

Thinking Creatively

• Has your unit developed a system of "follow-up" on every membership enrollment? The new member or the re-enrolled member who receives a friendly visit from a room representative, or a telephone call or post card from the hospitality or membership committee, inviting him to the next meeting, knows he is needed and wanted in his P.T.A. In September and October local units send out such membership promotion leaflets as *The P.T.A. Needs You* and *You Belong in Our P.T.A.* In November and every other month during this coming year, why not continue efforts to make every member feel that *he belongs* and that *he is needed* in your P.T.A.? Let members benefit from good programs; let your unit benefit from the ideas, interest, experience, and skills of members.

Is your publicity chairman planning a newsletter to members, a release to newspapers, a TV or radio report on the results of your membership enrollment and on your unit's action program for this year? A good news story about your P.T.A. and its plans can make members glad they've joined; they'll realize they belong to an alert, vigorous organization that is doing things for children, their school, and their community. It can make them eager to take part in your action program to serve the family and community.

Has your program committee arranged an interest-arousing program for the November meeting—the kind of program that will be so satisfying, so informative, and so inspiring that members will look forward to the next meeting? Will it be the kind of meeting that members leave thinking "I learned something. This P.T.A. is really going to be helpful—it *can* make a difference in my children's lives."

Will it be the kind of lively program in which the audience has a chance to voice its questions and views? Will it be the kind of meeting that makes people feel that *their* concerns, *their* interests, *their* opinions really count? If your committee asks itself these and similar questions now your association will have an excellent program in November. You will be well on your way to building an interested, participating membership.

Telling the Story

• Will you have a display of *National Parent-Teacher: The P.T.A. Magazine* and other publications of the National Congress and your state congress at your November meeting? Will the magazine chairman be ready to explain

(Continued on page 2)

• Participating in the welcome given to delegates to the World Confederation of Organizations of the Teaching Profession in Manila (August 1–8) were these youthful Filipino Boy Scouts, shown here in front of their rural community school. Wherever delegates traveled in the island there were children along the way who shouted greetings and waved good-byes. (See story on page 7.)

(Continued from page 1)

that the magazine provides the factual information, the expert counsel, and the inspiration that parents and teachers need in these days of difficult problems?

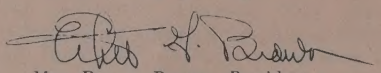
"What does a P.T.A. do?" is a question frequently asked by prospective and new members. Exhibits, skits, and role playing, illustrating and demonstrating the work of various P.T.A. committees, are excellent ways to answer the question and to stimulate members' interest in becoming *active members* of committees. Is someone on your executive committee in charge of a P.T.A. bulletin board and exhibits? Does your executive committee and program chairman ask committee chairmen to plan two- or three-minute skits on their work for presentation at meetings? This month is the time for every one of your committees to prepare for the November take-off.

A Job for Everyone

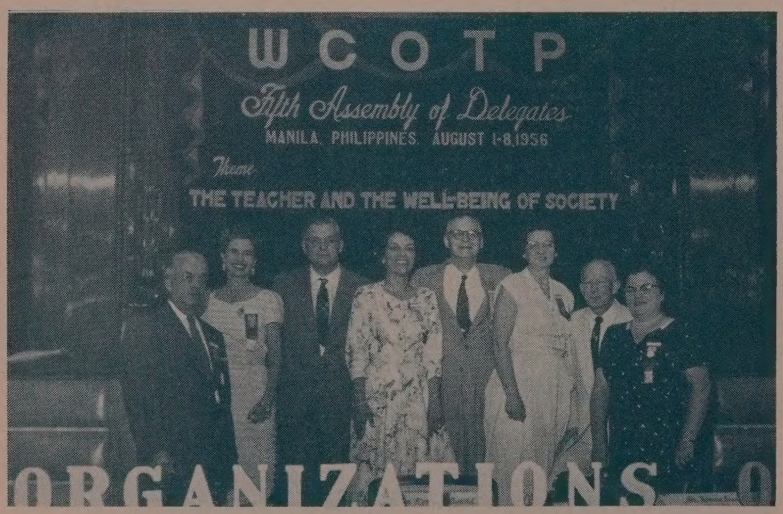
● Imagine the warm feeling of belonging and being needed that you would have if you, as a new member, were invited to become a member of a committee or a study group, work on a special project, or share responsibilities in an important activity because you had a special interest and your experience, skill, or talent was needed. Some P.T.A.'s, when they are enrolling members, find out each person's special interests and talents and make the information available to committee chairmen for just this purpose. There's a job for everyone in the parent-teacher association. And one of the most challenging tasks for parent-teacher leaders is to see that every member finds an outlet for his particular skills and talents. We all know there is no dearth of parent-teacher work.

November offers two special opportunities to demonstrate the parent-teacher organization's very real concern for children. These are American Education Week (November 11–17) and Children's Book Week (November 25–December 1), and planning for both should be well under way in October. Through participation and cooperation with schools, libraries, and other community organizations in these special events, we give a vivid demonstration to new members and the community of how we carry out our Objects.

Our special goal in October is to increase our membership. Then, in November, we begin special, concentrated efforts to see that every member becomes a benefiting, contributing member—*our goal for November.* This goal can be reached if every executive committee of every local unit starts now to plan imaginatively and creatively for full membership participation.



MRS. ROLLIN BROWN, *President*
National Congress of Parents and Teachers



● Some of the American delegates to the Fifth Assembly of Delegates, W.C.O.T.P., pose for a picture with Sir Ronald Gould of England, president of W.C.O.T.P. From left: Ralph S. Miller, Ohio; Martha A. Shull, Oregon; Sir Ronald Gould; Sarah C. Caldwell, Ohio; William G. Carr, District of Columbia; Lucille Carroll, Ohio; John L. Buford, Illinois; and Elizabeth Yank, California. (See story on page 7.)

AN EDITORIAL COMPLIMENT

The following editorial was sent to the National Office by Mrs. Douglas S. Gormley, a member of the Fredonia (New York) P.T.A. It appeared in the May 31 issue of the Fredonia Censor.

Each Shapes the Other

Organizational slogans and annual themes are no bargain at a dime a dozen. Whenever a few like-minded people get together to form an association, one of their first acts is to pick a theme to be blazoned forth on the letterheads. More often than not, the themes are of the "onwards and upwards in '56" type and deserve nothing better than to be promptly forgotten.

Now and then, however, an organization comes up with a theme that has real meaning. One such has been coined by the National Congress of Parents and Teachers: "The Family and the Community: Each Shapes the Other—the P.T.A. Serves Both."

This asserts a truth that is of profound importance. Neither the family nor the community stands alone. Each has a powerful impact upon the other; each gains or suffers in proportion to the excellence of the other. Family and community share the credit when good citizens develop from the raw material of youth. Both must also accept a share of the blame when the results are bad.

These things are implicit in the P.T.A. theme. It is gratifying that this nationwide organization, with membership newly past the 10 million mark, has clearly in mind the close relationship between family and community. Those fathers who groan when they hear the words, "There's a P.T.A. meeting tonight," might do worse than consider the part they could play in making the theme an effective basis for action.

THROUGH OUR Fieldglass

Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

© *John W. Cox*

• Dr. John Flynn, legislation chairman of the Los Altos P.T.A. Council, shows Boy Scout Gordon Yule how to hang the school election placards. Mrs. Warren M. Pingree, president of the council, graciously furnished the doorknob they're using.

Citizenship in Los Altos

The terms *citizenship* and *council* have synonymous meaning in Los Altos, California, where the Los Altos Parent-Teacher Council demonstrated its ability to publicize and explain legislative issues and get people to vote on them.

When the school district was faced with the necessity for an election to authorize sizable amounts of money in district bonds and state aid and to increase the ceiling on a permissive tax, Dr. John F. Flynn, council legislation chairman, called for help from the six local units in membership with the council.

Consultation with school people came first, and then the groups quickly organized for action. Literature published by the school district was whisked door-to-door, to every registered voter. Newspaper publicity was stepped up. Room representatives and other P.T.A. members lined up 750 new voters. On election eve bevies of Boy Scouts hung "Please Vote" placards on city doorknobs. Girl Scouts, too, joined forces and served as baby sitters while mothers voted. P.T.A. car owners provided transportation to and from polling places.

Los Altos animal and bird life got into the act when they were gathered into a "zoo" on Founders Day (which occurred during this period of activity). Lending fun and well-aimed punches were a rooster, labeled "Give us something to crow about"; a goat, "Don't be a goat—vote"; a parakeet, "Double sessions are for the birds"; a duck, "Don't duck the issue"; a rabbit, "Los Altos school population is multiplying like rabbits—we need more schools"; and a turtle, "A turtle's pace is too slow—we need schools now."

The voting day proved that the majority of Los Altos citizens want "adequate laws for the care and protection of children and youth." With the passing of the three issues, P.T.A. members again had served both the family and the community.

Pines from Pennies

The large redwood signboard had been prepared by U.S. foresters of the high Sierras, and its grooved letters explained that P.T.A.'s of California's District 21 had provided funds for replanting ten acres of baby pines. The day came when members of the district traveled up the mountains with the foresters to put up the sign and to hold a dedication service at one of the pine plots.

For this was the third year that such a ten-acre plot had been paid for by the twenty-first district through its "Pennies for Pines" conservation project. In 1956 associations in the district hope to be able to contribute funds for replacing pines in 30 acres of burned-over forest areas. The program is considered extremely vital because forest fires have destroyed so much of the timber that is necessary for industry, watersheds and protection from floods, and for recreation purposes. It's a program that puts another strong prop under the Permanent Platform of the parent-teacher organization.

• Mrs. Brown, a participating delegate at the W.C.O.T.P. meetings, is welcomed by President Ramon Magsaysay. (See story on page 7.)

Said IN SAN FRANCISCO

Significant Comments from the National Convention

• "One of our biggest problems in the field of special education is identifying the youngsters who need help. We need better diagnostic facilities." —LEO F. CAIN, *dean, educational services and summer sessions, San Francisco State College*

• "It is impossible to have an effective school health program that is not based within a sound community health program." —HENRY F. HELMHOLZ, M.D., *national chairman, Committee on Health*

• "No business that operates on a policy of dabbling is successful, and I have considerable concern when I see some programs of special education that are just dabbling. I want to see standards set that can be defended and justified in terms of the child. These standards will be related to administrative details; eligibility, selection, and placement of children; and standards for teacher education. Regulations will be needed as to class size or pupil ratio, selection of rooms and equipment, and coordination of resources and procedures." —RAY GRAHAM, *assistant superintendent of public instruction, state of Illinois*

• "If we are to help our children be impressed with the responsibility of world citizenship, we ourselves are going to have to undergo some development." —BROCK CHISHOLM, M.D., *former director general, World Health Organization*

• "The fact that we have the freedom to say what we expect of the schools and what we expect of the community never relieves us of the responsibility that belongs to the home." —MRS. ERNEST EVANS, *president, Canadian Home and School and Parent-Teacher Federation*

• "This business of helping human beings become better human beings is a teamwork job. The family and the school and the total community have to work together, think together, and use all available resources." —DOROTHY NYSWANDER, *professor of public health education, University of California*

(These comments will make excellent fillers for state bulletins, district and council news releases, and local printed or mimeographed programs.)

© *San Francisco Examiner*

• "Communities at Work," one of the spirited San Francisco panel discussions, was moderated by Robert L. Sutherland (center), director of the Hogg Foundation for Mental Hygiene, University of Texas. Two more participants, shown here, were George Hjelte, general manager, Department of Recreation and Parks, Los Angeles, and Evelyn Millis Duvall, lecturer, author, and counselor on parent and family life education. Dr. Duvall also is director of the 1956–57 "National Parent-Teacher" study course on adolescence.

NARCOTIC CONTROL ACT OF 1956

Congress passed a bill (HR 11619) designed to provide for a more effective control of narcotic drugs and marihuana. Among other things, the new law will—

1. Strengthen the authority and methods of the Federal Bureau of Narcotics by permitting its agents to carry firearms, to execute and serve search warrants, and in certain situations, to make arrests without warrants.
2. Considerably toughen the penalties for narcotics violators, with a prohibition on the granting of probation, suspension of sentence, or parole with respect to any of the increased penalties applicable to traffickers.

Congressional studies have produced evidence that the so-called Boggs law of the 82nd Congress, which provided minimum mandatory sentences for narcotics violators for the first time, has brought about a significant decline in the extent of addiction. This legislation is designed to strengthen this trend both by toughening the penalties still further and also by strengthening enforcement procedures dealing with the possession, sale, and transportation of narcotics, marihuana, and similar drugs.

Sale to Juveniles: The new law includes a provision creating a specific offense of selling narcotics to individuals under the age of eighteen. The new law provides that anyone over eighteen, who knowingly sells or gives away any heroin unlawfully imported into the United States to a person who has not attained the age of eighteen years, shall be subject to the death penalty if the jury in its discretion shall so direct. Otherwise, he shall be imprisoned for life, or for a lesser period of not less than ten years. It also provides for a discretionary penalty of not to exceed $20,000. It is estimated that 13 per cent of drug addicts are less than twenty-one years of age.

—Social Legislation Information Service

NATIONAL CONGRESS BULLETIN

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EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Publications and National Parent-Teacher

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Managing editor: Mary A. Ferre
Senior assistant editor: Mary Elinore Smith
Assistant editors: Josephine Costantino, Vera Diekhoff, Eleanor Miller, Pauline Rhiner

Administration Projects

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Brief Items of Current Interest

- **"HEALTHY PERSONALITIES"** was the subject under discussion at a parent education conference sponsored by District One of the Illinois Congress. After viewing a film, *The High Wall*, P.T.A. members formed buzz groups and set down the questions they wanted a panel of experts to explore at a second session two weeks later.

- **COMMUNITY-WIDE COOPERATION** in fostering good relationships between adults and teen-agers in Lawrence, L. I., New York, was sparked by the Guide for Parents Committee of the Lawrence High School P.T.A. In formulating plans for its year's work, the committee met with community leaders and made personal visits to the county district attorney, the truant officers, the police department, and the district school psychologists. Then the committee composed a letter containing suggestions from the various groups and distributed it to parents, schools, social agencies, and the clergy.

- **PUBLIC INTEREST IN JUVENILE PROTECTION** was aroused by a telephone survey conducted by the New Jersey Congress, in which some six hundred local units interviewed people chosen at random from the telephone directory. Three questions were asked: "Should corporal punishment be permitted in the public schools?" (1,512 yes, 4,721 no); "Should the names of juvenile offenders be published in newspaper accounts of their delinquency?" (2,099 yes, 4,156 no); and "If you were asked where your children are at this time, could you answer?" (5,593 yes, 373 no).

- **AN UPSURGE IN ACTIVITY** and enthusiasm among P.T.A. units in New Hampshire is one outgrowth of a series of ten district meetings held in that state last fall. The meetings, planned for maximum audience participation, gave unit representatives an opportunity to share ideas and to present problems and questions they wanted help in solving.

- **A SHORT DEVOTIONAL SERVICE** given by members of the senior class opened each meeting of the Magee (Mississippi) P.T.A. this past year. President M. R. Calder believes such student participation is good training for the P.T.A. leaders of tomorrow.

- **THE PURCHASE OF UNIFORMS** for the school safety patrol was the first major project of the Douglass (Kansas) P.T.A., now one year old.

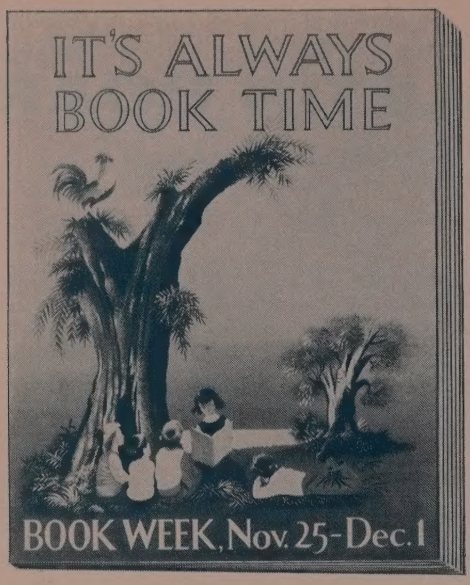
- **WITHOUT VENTURING OUT** of their living rooms, Chicagoans can now attend college, thanks to WTTW, Chicago's educational television station. Four credit courses—general biology, freshman English, social science, and national government—are being offered over this station by branches of the Chicago City Junior College. The TV student earns the same number of credits as his classmate taking the courses on campus. Plans to expand the TV offerings in the next three years will make it possible for a student to earn a two-year junior college diploma entirely by television.

© Illinois State Normal University

• The passengers about to board this bus were teachers enrolled in the P.T.A. credit course offered at Illinois State Normal University this past summer. On this particular day, "classwork" consisted of a trip to Springfield to visit state P.T.A. headquarters and to participate in a discussion on legislation, led by the Illinois legislation chairman, Walter E. Nelson. Chris De Young (extreme right), member of the Illinois Congress board of managers and head of the Department of Education and Psychology at ISNU, directed the one-week course.

UNITED NATIONS DAY 1956
October 24

Among topics suggested for U.N. Day programs are the following: The Interdependence of Today's World; The Importance of American Foreign Policy; International Contributions of Private American Groups; and What U.S. Citizens Can Do in World Affairs. Program materials may be secured from the United States Committee for the United Nations, 816 Twenty-first Street N.W., Washington 6, D. C.



- **SOME OF TOMORROW'S ESSENTIAL SCIENTISTS** are in the Homewood, Illinois, junior high school today, and what they're being taught was shown by thirteen girls and seven boys at a Homewood P.T.A. meeting. The eighth-graders gave demonstrations involving chemical changes, gasoline engines, air pressure, physiography, osmosis, and insects.

- **"LEARNING BY DOING"** was emphasized during the workshop-clinic sponsored by the Cheyenne (Wyoming) P.T.A. Council. Mrs. Glenn K. Rogers, immediate past state president, conducted the workshop, which was set up to train unit presidents and publicity chairmen in interpreting the P.T.A. to the public. After she discussed various phases of public relations and publicity, the group divided into interest groups and prepared sample news releases on such subjects as "Policy of Fund Raising," "*National Parent-Teacher* Magazine," and "Study-Discussion Groups."

- **THE SCHOOL BOARD** of Midwest City, Oklahoma, has high regard for the work of the city's P.T.A. council, and recently expressed its appreciation in a very practical way. After the council had voted to sponsor one delegate to the National Congress convention in San Francisco in May, the school board decided to foot the convention bill for a second delegate.

- **A GALA EVENING** in the lives of teen-agers in Emmett, Arkansas—the junior-senior banquet and prom—is made even more festive by the Prescott Junior-Senior High School P.T.A. The unit entertains the young people after the prom with a premiére, where the boy and girls are interviewed, photographed, and otherwise feted. Following a breakfast, festivities are brought to a quiet close with chapel services, to which parents and friends also are invited.

- **THE WINTERHALTER SCOOP**, a bulletin that is edited, mimeographed, and distributed by the faculty, students, and P.T.A. of Winterhalter School, Detroit, Michigan, has been relaying school and P.T.A. stories into homes for more than a year now. To check on the efficiency of the newssheet, questionnaires were attached to a recent issue for parents' evaluations and candid opinions.

- **YOUNGEST AMONG DELEGATES** at the Michigan Congress' spring convention were four members of the Oak Park P.T.S.A. As representatives of their unit, Joanne Smelsey, student vice-president; Alan Scher, student vice-president elect; and Michael Marcus and Barbara Kole, student council delegates, voted and participated in workshops and conferences.

- **FOR HER DEEP INTEREST** in Arizona's public health program and for her devoted efforts to obtain improved public health legislation, Mrs. Mike R. Chinn, health chairman of the Arizona Congress, received an award of commendation from the Arizona State Health Department. Dr. Clarence G. Salsbury, state commissioner of health, presented the award to Mrs. Chinn at the same time that two other persons—both physicians—were similarly honored.

- **CERAMICS PROGRAMS** have been set up in Paxson and Roosevelt Schools in Missoula under the able guidance of Frances G. Armstrong, past Montana Congress recreation chairman. Clays, glazes, and kilns, purchased by students and P.T.A. members, were provided before Miss Armstrong gave her eight-week training course to the teachers. Although the program offers art and recreation outlets, stress was laid on the fact that basically it is a supplement for history, geography, and social science courses.

- **FIRST-AID MEASURES** were discussed and demonstrated by two experts at a spring meeting of the Middle Paxton P.T.A. of Dauphin, Pennsylvania. Tentative plans are under way for a first-aid study course that will offer still more suggestions for emergency care.

- **SIZABLE MEMBERSHIP INCREASES** in two Great Falls (Montana) units—Collins and Emerson—were laid to the use of a couple of simple devices: A *second* P.T.A. invitation was taken home by Collins youngsters, and a jingling "How do you do" rhyme charmed Emerson parents.

- **A SPRING FESTIVAL** was the year's big money-raising event of the South Elementary P.T.A. (Fairborn, Ohio), a two-year-old unit. Pony rides on the black-top outside the school; clowns with balloons; fish ponds and wishing wells; gay booths with handiwork, baked goods, plants; and refreshment stands—these were some of the Friday evening's features that delighted grownups and children alike and crowned the event as a $764 success.

- **"IN THE CLASSROOM" SESSIONS** for parents of Yates School (Kentucky, Seventh District) children were spread over a two-week period in November. Thus parents with more than one child in school had ample time for visits with their children's teachers and for seeing several classes in action.

1957 National Congress Convention — Cincinnati, Ohio, May 19, 20, 21, 22

OVERSEAS MEETINGS BUILD GOOD WILL

• Mrs. Brown answering questions during a dinner tendered to her by public officials of Sapporo, Japan.

• The World Confederation of Organizations of the Teaching Profession was established in 1952, in Copenhagen, Denmark. Each year delegates at the meetings contribute to a common pool of information. From it they draw inspiration and ideas for improving teaching methods, educational organization, and professional training. Over and beyond scheduled meetings, delegates have opportunities to exchange viewpoints at the "little conferences" that spring up in buses, at meals, in hotel lobbies. This year's theme was "The Teacher and the Well-being of Society."

During her stay in Manila Mrs. Brown also took advantage of opportunities to talk with P.T.A. members. One gratifying fact that came to light was that P.T.A.'s in the Philippines had played a basic role in the postwar rehabilitation of Philippine schools.

In accordance with a special invitation from the U.S. Department of State, Mrs. Brown stopped off in Japan on her return trip. The purpose of this visit, which was sponsored by the State Department's Specialists Division of the International Educational Exchange Service, had been stated as "the furtherance of mutual understanding among the United States and other nations through the exchange of knowledge by personal contacts."

Japanese people were unanimous in expressing their satisfaction for a chance to "talk to an American who knows community organization and American people in all walks of life." Escorted by government and community officials, Mrs. Brown and her interpreter, Mrs. Hashino of Kobe (a graduate of Columbia University), traveled daily to meet and talk with P.T.A. leaders and members and non-P.T.A. members.

• Reading from the left: Mrs. Isako Kato, editor of the official magazine of the Japanese Congress of Parents and Teachers; Mrs. Brown; and Mrs. Masa Ishikawa, vice-president of the Japanese Congress.

P.T.A. *in the* CURRICULUM

• Teachers who take the course in "Parent-Teacher Organization" offered by the Oregon State System of Higher Education can be numbered among the P.T.A.'s best informed—and most enthusiastic—workers.

The one-week summer course, organized in 1947 by Jennelle Moorhead, professor of health education at the University of Oregon and newly elected vice-president of the National Congress, attempts to give teachers an over-all view of the parent-teacher movement. Special emphasis is laid on programs of the National Congress and the Oregon Congress.

Enrollment in the course, which carries two hours of college credit, ranges from thirty to sixty. Although Mrs. Moorhead serves as instructor, she likes to call on state and local officers for help in presenting much of the P.T.A. information.

The first day's lectures stress the fundamental values of good home-school relations and point out why the P.T.A. is the best avenue to friendly relations between parents and teachers. Historical background information on the parent-teacher movement is supplied by Mrs. William Kletzer, past president of the National Congress, and programs of the Oregon Congress are outlined by the state president, Mrs. J. W. Staggs.

Problems of education, influences of the home in early childhood, and community services are discussed on succeeding days. The general pattern of the course is to present in the morning sessions the significant influences on the child and in the afternoon the P.T.A. programs—national, state, and local—that relate to these influences.

The final day is devoted to "P.T.A. Facilities": the *National Parent-Teacher* magazine and other National Congress publications; the Oregon Congress *Manual of Work* and *Bulletin;* and leadership training, parent education, and program planning services.

Where Children Come First, by Harry and Bonaro Overstreet, is used as the textbook for the course, with supplemental materials from other National Congress publications.

As his special project for the week, each teacher-student plans a year's P.T.A. programing. The planner is asked to keep in mind the interests and needs of his own community as he sets up committee work, study groups, ways-and-means projects, and monthly meetings.

GOLDEN JUBILEE SUBSCRIPTION

NATIONAL PARENT-TEACHER
700 North Rush Street
Chicago 11, Illinois

Date _____

The _____ P.T.A. is giving a Golden Jubilee subscription to:

_____
Name

_____
Street and Number

_____
City, Zone, State

We are enclosing $1.25. Please start subscription with the Golden Jubilee issue, November 1956.

_____
Signed

GIVE A GOLDEN JUBILEE SUBSCRIPTION!

● LET'S PASS THE WORD ALONG—November is Golden Jubilee Month for our official magazine, NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE! For fifty years NATIONAL PARENT-TEACHER has carried out the Objects of the parent-teacher organization in its whole-hearted service to children and youth.

This magazine milestone offers a unique opportunity to local units. A Golden Jubilee subscription—a once-in-a-lifetime subscription—presented to an outstanding person in your community confers an unusual honor on the gift recipient and in turn is a significant tribute to the magazine. Explain your gift subscription to the honoree in a warm, friendly letter, and you will have helped to make the magazine more widely known and to give it a send-off to its next fifty glorious years.

AMERICAN EDUCATION WEEK—November 11–17

Theme: Schools for a Strong America

Suggested Calendar

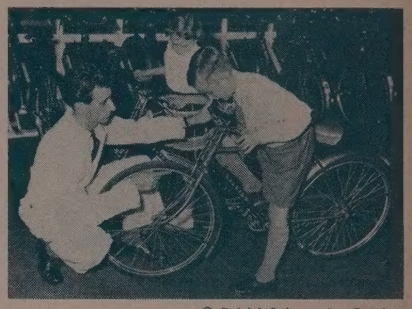
November 11—Our Spiritual and National Heritage
November 12—Today's Education—Tomorrow's Democracy
November 13—Schools for Safe and Healthful Living
November 14—Schools for Trained Manpower
November 15—A Good Classroom for Every Child
November 16—National Teachers Day
November 17—Schools for a United America

Sponsored by: National Congress of Parents and Teachers, National Education Association, U.S. Office of Education, American Legion

For the American Education Week packet of materials, write to the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C.

SAFETY EDUCATION ABROAD

Britain too has bicycle safety problems



© British Information Services

● Why, in spite of the safety education efforts of the schools and the local authorities, were there still so many accidents among child bicycle riders? This question was a serious one, and a British bicycle manufacturing firm wanted the answer.

Britain's 1955 accident figures for cyclists under fifteen (124 killed, 6,189 seriously injured, 20,677 slightly injured) spurred the company to action. A basic cause for the failure of bicycle safety programs, the firm concluded, was that they were aimed at children who already were cyclists. Children needed to be taught properly right from the start, so they wouldn't have a chance to pick up bad or careless habits.

To give children this beginning training, the firm decided to open a school in Nottingham as a sort of pilot project. The school would charge no fees and would provide bicycles for training. Besides their riding lessons, pupils would be taught road signs, care and maintenance of their machines, and Britain's highway code.

Some 650 children, most of them between six and eight years old, attended the school. They completed the course of a half hour's weekly instruction in six to eight weeks.

At the end of the course, pupils were given a proficiency test (which included going round six corners in a fairly busy area). As an incentive to the youngsters to keep up their good habits, their names were turned over to the Nottingham police, who, some months later, gave them a fresh test at their own center.

FOUNDERS DAY 1957

Pamphlet mailings to local presidents begin October 10, 1956. If you don't receive your copy by November 15, inquire about it at your local post office.